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Master's Thesis

**SOCIAL SUPPORT FOR INTERNATIONAL
STUDENTS: A STUDY ON A KOREAN
COLLEGE CAMPUS**

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2018

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A thesis
submitted to the Graduate School of UNIST
in partial fulfillment of the
requirements for the degree of
Master of Management Engineering

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12. 26. 2017

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Abstract

This study examined UNIST international students' satisfaction rate in both academic and social life on campus. International students face many challenges such as culture shock, language difficulty, homesickness and difficulty in academic life. In order to overcome these challenges, students have adopted resources that mainly are derived from the university to overcome these challenges. Thus, as demonstrated in this study, having a better understanding of these students' academic challenges, university faculty and staff can recognize students' needs and effectively offer supportive campus resources and services. This study also suggests that some preparations need to be made by the university that will embrace international students upon their arrival. I have two hypotheses to explain the international students' overall experience and perception about their college life. Results demonstrate that assistance in transition, student support and professor support have significant positive effects on university's service for international students and overall experience.

Keywords: international students, globalization, multicultural, discrimination, social support, UNIST

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1. Introduction.

There are many high school graduates and university students pursue high quality education nowadays. They believe that the high-quality education shall gain by international student exchange programs or diversity activities. We are currently experiencing a new century in the education of student exchange and mobility.

Students face many unknown problems when they pursue higher education outside of their home countries. It is understandable since they start to face unfamiliar living circumstances, different food, financial problems and new culture. Of course, issues international students face is different than each other depending on individual's background, financial capability and cultural adaptation ability. Colleges can make these problems easier for international students by addressing these and accommodating.

Despite the challenges and issues, students who choose to study abroad are having an effective investment in their future education and life. The investment is not only their education that they are receiving but moreover, students can learn different culture, language and social life. Most of the students will have different perspectives on life and other issues because they are studying and living in different country. Studying alone in a foreign country also makes students more responsible and mature.

In this paper, a case of South Korean universities reviewed overall for internationalization. Further, in this study, Ulsan National Institute of Science and Technology's (UNIST) international students' experiences were examined in academic and sociocultural settings. The importance of this topic is to explore the international student's needs and challenges that encountered when first coming to UNIST and Korea. International students face many challenges such as language difficulties, culture shock, homesickness, and financial difficulties etc. So, it is important to know specific needs and issues of the international students. Knowing these issues will decrease the drop-out rate of international students and increase the rate of the overall university experience. To identify those issues, I used the satisfaction survey that implemented by the International Center of UNIST.

2. Literature Review

2.1 Globalization

Globalization refers to the tendency of international trade, investments, information technology and outsourced manufacturing to weave the economies of diverse countries together. In business and finance, it primarily refers to the economic integration of global markets, but the term is also used to describe socio-cultural integration among countries. (What is "Globalization").

This section will be about the effect of globalization in education. Education serves the foundation to the global stability; therefore, it is important for countries to have multicultural awareness from early school ages in order to establish a well-balanced understanding of issues surround the world. Globalization and education affect one another through mutual goals of preparing young people for successful futures. Globalization opens many doors to students to have information about almost any topics they're interested and think independently to exercise appropriate judgement and collaborate with others to make sense of new situations.

Globalization affects internationalization of education. Internationalization is 'the process of integrating an international or intercultural dimension into teaching, research and exercise function of the institution (Knight, 1994).

2.2 Multinational and Multicultural Workplaces

In this section I will talk about positive and negative impacts of multicultural workplaces and challenges. A multicultural workplace is diversified among employees, relating to ethnicity, education, race and country of origin, beliefs, values, stereotypes, prejudices, age and gender. Diversity in workplace has both positive and negative impacts on job performances. It usually depends on the management capability of including every member in team works. For employees it is important to feel as a part of the team in order to have good performance at work. Basically, it means happy and confident employees are good at their jobs and usually perform their jobs successfully. A good diversified team would bring a good performance, and it is an invaluable competitive asset with lots of interesting ideas and perspective at things.

Diversity is beneficial to both associates and employers. Although associates are interdependent in the workplace, respecting individual differences can increase productivity. Diversity in the workplace can reduce lawsuits and increase marketing opportunities, recruitment, creativity and business image (Esty et al. 1995).

There are some issues when managing a diverse workplace. Discrimination in the workplace can be detrimental to any organization. In the workplace, where many people spend a large proportion of their time, race-based discrimination is related to poor job quality, reduced organizational productivity, commitment, trust, satisfaction and morale as well as increases in cynicism, absenteeism and staff turnover (Blank et al., 2004; Buttner & Lowe, 2010; Holder & Vaux, 1998; Nicholas et al., 2001). Loss of productivity, skills and innovation are also major costs arising from race-based discrimination in the workplace (Berman et al., 2008). In order to decrease the feeling of discrimination social support is really

important. In other words, social support at workplace enhance an individual's psychological well-being. Also, it can be considered a valuable tool for preventing work-related stress.

2.3 College Campus with International Students

In this section I will talk about the general concept of college campuses with international students. Studying in a foreign country is a good way to expand our knowledge of different societies and languages. It is also a good opportunity for students to receive higher level education. International students are able to bring stories, experiences, cultures, religions, ideas, and beliefs to college campus population may not have been exposed to otherwise. But there are many social and other factors that affects the enrollment of international students in a university, for example, education quality, life style of destination country, possibilities to find a job after graduation, etc. Discrimination places international students at greater risk for psychological problems, such as depression and poor psychological well-being. So social support enhances students' self-esteem, self-identity and it provides emotional support.

3. Hypothesis

3.1 International Students' Perception

Result will provide the university information regarding the effectiveness of programs and services offered to freshmen upon their arrival and to identify and rectify the challenges the freshmen encounter. In the future when determining all the issues encountered by international students, it will have a positive impact on the university's reputation.

In order to explain international students' overall perceptions about their college experience, I studied two dimensions of the perceptions in this study. First one is about university in serving for international students. International students are an important and integral part of the university. Many colleges and universities label their international students as a separate student group not as a part of their student community. Even at some college campuses facilities for international students are located at some remote location of the school. It makes international students feel more isolated and discriminated than usual. Therefore, in order to attract more international students, colleges and universities should start from helping international students to feel more comfortable and welcome. They should feel hopeful towards to the international student advisers at school in case of feeling confused and discouraged to proceed as an international student. Universities offer a wide variety of services and programs to international students such as how university welcomes students and helps them to settle into their new

environment. Also providing campus safety and discrimination free atmosphere will help international students adapt easier and have less difficulty in their new environment.

Second, international students' overall experience in the college. Studies show that it is very common for international students to experience homesickness and loneliness because of that they had health issues, depression, and poor work performance. Also, due to an overload of academic studies and limitation of foreign language, international students have hard time to make friends other than their classroom.

3.2 International Students' Experience

There are three dimensions that I examine to explain international students' perception on their college experience. These three dimensions are the main explanations of my thesis work.

First one is student support in class (Socializing). International students frequently express interest in developing relationships with host country students. However, many international students have reported disappointment in their failure to establish strong friendships with local students (Brown, 2009; Montgomery & McDowell, 2009; Ramsay et al., 2007; Sawir et al. 2008; Trice, 2003; Zhou, Jindal-Snape, Topping, & Todman, 2008). Nevertheless, many international students perceive that opportunities for interaction are often limited by language, host culture differences, the number of co-nationals the student has access to, whether the student has a family to rely upon or to care for, and previous cross-cultural experiences (Al-Sharideh & Goe, 1998; Brown, 2009; Chapdelaine & Alexitch, 2004; Lee et al., 2004; Peacock & Harrison, 2009; Trice, 2004; Zhao et al., 2005). Research has also demonstrated a relationship between having more host country friends and satisfaction, contentment, decreased homesickness, and social connectedness. Generally, friendships have a large impact on the lives of most people in most cultures.

The second one is professor support. Research (Campbell & Campbell, 1997; Kuh & Hu, 1991) shows that student-faculty relationships are the most crucial connection within a college community. Like any relationship, those between faculty members and students require nurturing. Advisors who know their students' talents and understand their faculty colleagues' gifts for helping the student grow to occupy a unique position where they can facilitate strong relationships between advisees and their professors. It is widely accepted that student-faculty interactions generally have a positive influence on the cognitive growth and development of college students (Astin, 1993; Pascarella & Terenzini, 2005). In particular, a high level of interactions between student and faculty is beneficial to retention. For example, Pascarella and Terenzini (1977) found that various kinds of student-faculty interactions have a significant predictive

power of first-year attrition after controlling for students' incoming background. In addition, student-faculty interaction is positively related to students' academic achievement. Terenzini and Pascarella (1980) showed that the frequency of contact between students and faculty is positively related to students' learning outcomes, even controlling for students' incoming differences.

The last one is discrimination. International students have common issues when they start college in foreign countries such as depression, loneliness and anxiety. They also feel isolated and discriminated because of language difficulty, culture shock and new campus lifestyle. These negative experience impact on their overall perceptions of their college campus. When facing discriminations, most international students don't discuss and share their problems with peers. They don't know where to go and seek advice, therefore it's very important for universities to have international student office, counseling centers or any other support service.

H1: Discrimination experiences in a college are negatively associated with international students' evaluation of their college experience.

H2: Maintaining good social relations in a college are positively associated with international students' evaluation of their college experience.

4. Empirical Context

4.1 South Korean College Campuses with International Students

Internationalization is an integral part of mainstream higher education policies and programs in Korea and is increasingly perceived as a key tool for improving the quality of higher education (Byun and Kim, 2011). The number of international students at Korea's institutions of higher learning surpassed 100,000 for the first time in 2016. According to the Ministry of Education's annual statistics, the number of international students enrolled in local universities increased to 104,262, up 14.2 percent from 2015. These students from multicultural families are mostly born in Korea and have at least one non-Korean parent. By the country of origin for parents, Vietnam topped the list, followed by China, Japan, and the Philippines. An increase in foreign population is not simply about numbers. It reflects the reality that South Korea is fast becoming a multicultural and multiethnic society.

One of the most important things in internationalization in a higher education is they cannot escape the cultural shock and experience during their studies in Korea. Most of the international students, entering South Korean universities and colleges feel a distressing life and cultural transition. These

difficulties include language problems, difficulties in adjusting to the higher academic culture, difficulties in communication with professors; stress, social issues, culture shock, financial problems, loneliness, and any adaption in their everyday life. To overcome these issues universities with international students run a survey to find out their problems and difficulties. Through the findings they can help students' problems and difficulties when they first come to a university.

4.2 Ulsan National Institute of Science and Technology

Ulsan National Institute of Science and Technology (UNIST) is one of the four public universities in South Korea which is dedicated to research in science and technology. UNIST was found in 2007 and opened its door in 2009. In March 2015, a new bill was passed in the national assembly recognizing UNIST as one of the four nationally funded research institutes in Korea (UNIST Wikipedia).

The school employed three approaches that would set UNIST apart from other universities in Korea. First, despite being a national university of Korea, 100% of the courses at UNIST are taught in English and the school is actively seeking ways to recruit international students and professors. Second, all undergraduate students are required to pursue two areas of specializations called 'tracks'. The first track is roughly equivalent to a major and the second track is comparable to a minor at other universities. Third, UNIST has adopted the flipped learning approach in its classrooms in order to promote active student participation and mastery of the core subjects in science and engineering (UNIST Wikipedia). UNIST offers a fully-funded scholarship opportunity to prospective, current and international exchange students. Newly admitted students are offered a scholarship that would fully cover tuition costs and admission fees. These opportunities attract a lot of international students worldwide.

UNIST comprises 9 science and engineering schools, a business school and Division of General Studies (DGS) which oversees the school's first year undergraduate curriculum. In addition, there are several specialized graduate schools and research centers.

All students are enrolled as non-majors and required to major in two or more tracks to build their own creativity. In the undergraduate course there are 11 majors and 23 tracks. The graduate programs are divided into three areas of specialization: Creative Design Engineering, Interdisciplinary Management, and Technology & Innovation Management with 18 graduate and professional degree programs.

INSERT TABLE 1 HERE

Ulsan National Institute of Technology (UNIST) has identified the enhancement of diversity as a key issue for upcoming institutional planning. Planning to expand foreign professors and students by 20% in 2030. The total number of international students were 310 in 2015.

UNIST International Students

As an international student we face many challenges. The most important ones are language difficulty, culture shock, homesickness, socialization and adapting to a new university life. Learning a new language is a challenge itself and studying in that country makes it even harder. Even though everyone speaks English at UNIST, when we go outside of campus the challenge starts. Every country has its own culture, and everyone has its own different background. When you are away from your family and friends you will likely to become more stressful and homesick. Because of the different culture and language barriers making local friends is always hard. It is so much easier to make friends with other international students because they know what you are going through. In order to cope well with a new university life, we need to have a good and close relationship with our classmates and professors.

At UNIST, UNIST International Center (IC) & International Relations Team(IRT), are committed to the university's globalization initiatives and serve as the primary support service for international students, scholars and faculty. They promote intercultural exchange, foster a global environment, and broaden opportunities to students by offering various international programs. In addition, international center provides information and assistance to international students and scholars to help them adapt to life in Korea, and assist them to live in a cultural setting different to their home country. As such, by supplying them with a better understanding of Korea, the culture programs offered by IC make their stay at UNIST a gratifying experience. They also provide counseling and consultation services to international students. I obtained this information about the IC's programs from their website.

UNIST provides several programs for international students in order to give them a perspective of Korean culture and experience Korea. Experience Korea Professional guest lecturers give a basic introduction to Korea's history and culture. Industrial Tour Ulsan. All the international students get to participate in an industrial tour to Hyundai Heavy Industries, Hyundai Motors Factory and SK Energy. Field Trip. International students get to visit historical sites and tourist attractions. International Day. Booths are set up where international students introduce their cultures and native country to other students with pictures, foods, traditional costumes and music. Students also get to enjoy a diversity of foods from various countries.

International Center also provides some culture experiences. For example, helping new arriving students, they provide orientation in various areas before the semester starts. Information regarding

academic, living, immigration, etc. will be provided with the assistance of related administration offices. Also, UISO (UNIST International Student Organization) will help out students on settling down smoothly on the first day at campus. Voluntary Program. Night patrol program with police station, English mentor program with Welfare center for the Blind are provided for all students at UNIST.

By having diverse countries at UNIST, it is important to understand the differences others between multiple cultures. Culture Exchange Conversation is open to help students understand each other by presenting and discussing various areas from traditional customs to media trend. Through these activities, UNIST aims at enhancing the effective communication between Korean students and international students, exchanging cultures among all UNISTARS, and ultimately going global.

The number of foreign students at UNIST are as follows. The total number of Undergraduate students is **219**.

INSERT FIGURE 1 HERE

The listed countries in Figure 1 represent the numbers of students came from each country. First there are only one student studies in UNIST from each of these 10 countries Algeria, China, El Salvador, Ethiopia, Nepal, Mauretania, Pakistan, Saudi Arabia, Somali, Spain. Two students are from India, Bangladeshi, Philippines, Russia, Turkmenistan, Ukraine. Three students came from Tajikistan and Indonesia. Five students are from Turkey. From Mongolia eleven students are studying. Twelve students are from Ghana. Thirteen students came from Uzbekistan. Fourteen students are from Vietnam. The second largest number of international students are from Kyrgyzstan total of forty eight students. The last largest number of students are from Kazakhstan which are eighty eight students.

Total number of graduate students is **91**.

INSERT FIGURE 2 HERE

In figure 2 the graduate student numbers are presented. First there are one student came from Algeria, Bangladesh, Brazil, Cameroon, Ghana, Japan, Mongolia, Nepal, Poland, Rwanda, Singapore.

Two students are from Germany, Nigeria, Philippines, Russia, Turkey. There are four students from Indonesia. From Iran and Pakistan there are five graduate students. Six students came from Kazakhstan and USA. Total of eight students are from China. From Netherland there are nine students studying. Eleven students came from India. And most of the graduate international students are from Vietnam total of sixteen students.

5. Research Methodology

5.1 Data

This research studies international students' perception and experience in their college campus. In this research I'm studying UNIST and international students at UNIST are participated in the survey. In order to test their experience, the satisfaction survey needs to be conducted. I got the satisfaction survey from International Center. Because of the limited number of participants, I did an online survey. The sample size of the students is 63. The survey consists of 23 questions about students' overall experiences of living and studying at UNIST. Students were asked to rate their experience and satisfaction using five-point likert-scale from strongly agree to strongly disagree. The survey focused on academics, socio cultural issues, transition and adjustment, university services, expectation and experience.

The aim of the survey was to gather feedbacks from international students about their experiences at UNIST, encompassing their satisfaction with the system at UNIST, satisfaction with various student programs and services, and their campus involvement. Also, counsel and advice new students on adjusting to the environment in Ulsan/Korea and transitioning academic system at UNIST.

5.2 Methodology

I chose two dependent variables that presented in table 2. Through these questions we can find out what really determines international students' perception and to explain the experience. And these questions provide where they are doing well in terms of student experience.

INSERT TABLE 2 HERE

First question explains the rating on how the universities care for international students' interests and concerns. Solving the students' issues would help them to be successful in their academic life. Second question is about international students' experience they felt throughout their university years. Knowing the international students' overall experience at the university, will help universities attract more international students.

There are three independent variables in Table 2 that affects dependent variables. These questions contribute to the international students' perception. The following are the independent variables from the questionnaire. First question is about discrimination. If you felt any discrimination in the campus. Second question asks if it is easy or difficult for you to find your classmate to study with. Most of the international students are it was hard to adjust to academic life in foreign country when they first come. Finding a classmate to study together will help to increase the efficiency in studying. The last question is about how easy or difficult to find a professor you feel comfortable to work. One of the most important problems for international students is a relationship with professors. Having a positive and comfortable relationship with advisors will help students achieve higher levels academically.

I picked 5 control variables that may affect the dependent variable. Even though they are not main independent variables, I wanted to control to see the effect of the result.

5.3 Analysis

I performed the descriptive statistics, correlation and ordinary least square (OLS) regression to estimate the effects of independent variables. In the OLS I included all the control variables (first time visiting, first time enroll, preparation by high school, discrimination). Performance of 5 stepwise regressions was used. In the first step, the baseline model that includes only control variables (M1). In the rest of the steps I added the independent variables one by one on the control variables (M2, M3, M4). In the last step, I added all measures both the control variables and independent variables.

6. Findings of the Study

6.1 Result of the survey

Findings show the differential impact on student satisfaction. Variable names are shown in *italic*. Descriptive statistics and correlation between variables are presented in Table 3. The first 2

variables listed are dependent variables. From number 3 to number 5 are independent variables. The last five variables are control variables.

INSERT TABLE 3 HERE

Table 4 shows the regression results of the *university service for international students*. As you can see *First time visiting*, *first time enroll*, *preparation by high school*, *assistance in transition* and *financial aid* are control variables. *Discrimination*, *student support in class*, and *professor support* are independent variables.

INSERT TABLE 4 HERE

Throughout all the models, *first time visiting*, and *first time enroll* are negatively related to *university's service for international students*. *Preparation by high school* has a positive effect on *university's service for international students* (coeff. = 0.320, $p < .05$). If your high school prepared you well for UNIST then the university service for international students will be rated higher. *Assistance in transition* has a significant positive effect on *university's service for international students* (coeff. = .0316, $p < .05$). If you received a satisfying assistance in transition to UNIST you will rate the university's service for international students higher. *Financial aid* has no significant effect on *university's service for international students*. Model 1's R-squared is 0.22. Model 2 includes all control variables and one independent variable *discrimination*. R-squared is 0.28. *Discrimination* has a negative effect on *university's service for international students* (coeff. = -0.408, $p < .05$). If you felt more discrimination you will rate less the university service for international students. Model 3, *student support* has a significant positive effect on *university's service for international students* (coeff. = 0.301, $p < .01$). R-squared is 0.31. If it is easy for you to find a student in your class to study with then you will rate higher in university's service for international students. In Model 4, *professor support* in class has a significant positive effect on *university service for international student* (coeff. = 0.449, $p < .001$). R-squared is 0.43. Students who easily found a professor comfortable to talk to is rated high in University service for international student.

INSERT TABLE 5 HERE

Table 5 shows the regression result of the *overall experience at UNIST*. In Table 5 Model 1 has four control variables. R-squared is 0.29. *First time visiting*, and *first time enroll* has no significant effect on *overall experience*. *Preparation by high school* has a significant positive effect on *overall experience* (coeff. = 0.330, $p < .01$). If your high school prepared you well for UNIST then your overall experience at UNIST will be higher. *Assistance in transition* has a significant positive effect on *overall experience* (coeff. = 0.277, $p < .01$). If you had a satisfying assistance in transition when first came to UNIST you will likely to rate high on overall experience at UNIST. *Financial aid* has no significant effect on *overall experience*.

In Model 2, added one independent variable (*discrimination*) on all control variables. *Discrimination* has a negative significant effect on *overall experience* (coeff. = -.307+). If you felt more discrimination, then you will rate less on overall experience. R-squared is 0.33. In Model 3, *student support* in class has a significant positive effect on *overall experience* (coeff. = 0.274, $p < .01$). R-squared is 0.38. If it's easy for you to find a student in your class to study with then you tend to rate high on overall experience at UNIST.

In Model 4, *professor support* has a significant positive effect on *overall experience* (coeff. = 0.296, $p < .01$). R-squared is 0.40. If it's easy for you to find a professor comfortable to talk to then the rating of the overall experience will be higher. Looking at the both results in Table 4 and Table 5, Hypothesis 1 and Hypothesis 2 are supported.

7. Discussion and Conclusion

7.1 Limitations

During the research a number of limitations came up. The number of students who participated was too small. Future research needs to be done to have a more accurate result of the study. There were some overlaps of the students. To control this, the survey has to be obtained in person. The next limitation, it has results of only one semester survey. If it had at least 2-3-year consecutive survey results, then we can compare the results and the findings will be more helpful and concrete.

7.2 Conclusion

This study examined international students' perception and overall experience in the college campus. The university's assistance in transition when first coming to UNIST is significant in evaluating university in serving the interests and concerns of international students and overall experience. Financial aid is not significant with university in serving the interests and concerns of international students and overall experience at UNIST. Student support in class has a significant positive effect on university in serving the interests and concerns of international students and overall experience at UNIST. Professor support has a positive effect on university in serving the interests and concerns of international students and overall experience at UNIST. For high school's preparation for UNIST was significant with university in serving the interests and concerns of international students and overall experience at UNIST. Experience of discrimination was negatively significant with university in serving the interests and concerns of international students and overall experience at UNIST.

All two hypotheses were supported, so this study confirms that discrimination is big issue for international students. Any experiences of discrimination can impact negatively on international students' adaptation and have been linked with poor psychological well-being and depression has been found to predict higher levels of homesickness and can discourage international students from making friends with locals. Interactions with members of the host culture play an integral role in the cross-cultural adaptation process and contribute to an individual's host communication competence (Kim, 2001). International students who had more contact with host nationals reported higher levels of satisfaction, less homesickness, and less loneliness in their study abroad experience (Church, 1982). Moreover, international students who had more contact with host nationals were able to adapt better to life overseas, had fewer social difficulties, improved communication competence (Ward & Kennedy, 1993b), and tended to have more positive feelings about the host culture (Pruitt, 1978).

As we can see from the results that for international students' a well preparation by their high school to the university is really important factor for evaluating students' perception and experience. For the universities expecting new international students should focus more on assisting in transition when they are first coming to university. And when you have a support and positive relationship with your professor it is easier to communicate and make a right choice in your career and studies. Also for universities to create discrimination free campus is the key factor for evaluating the experience of the college.

Despite the challenges and issues, students who choose to study abroad are having an effective investment in their future education and life. The investment is not only their education that they are receiving but moreover, students can learn different culture, language and social life. Most of the students will have different perspectives on life and other issues because they are studying and living in different country. Studying alone in a foreign country also makes students more responsible and mature.

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Table 1. List of Undergraduate and Graduate Students	
Undergraduate Schools	Graduate Schools
Mechanical, Aerospace and Nuclear Engineering	Technology and Innovation Management
Urban and Human Engineering	Creative Design Engineering
Design and Human Engineering	Interdisciplinary Management
Materials Science and Engineering	
Energy and Chemical Engineering	
Electrical and Computer Engineering	
Life Science	
Natural Science	
Business Administration	
Management Engineering	
Division of General Studies	

Figure 1. Undergraduate Students.

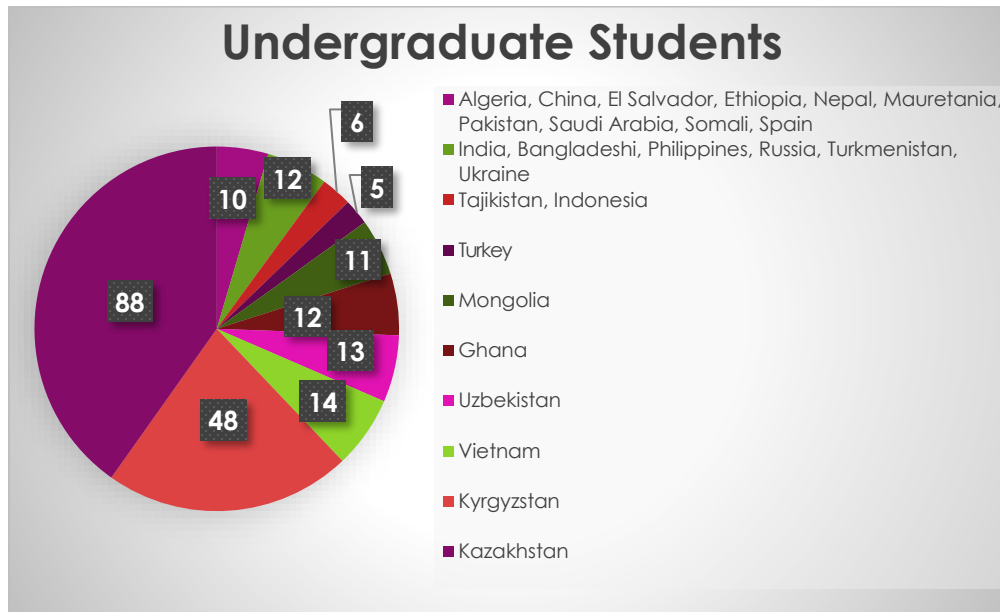


Figure 2. Graduate Students.

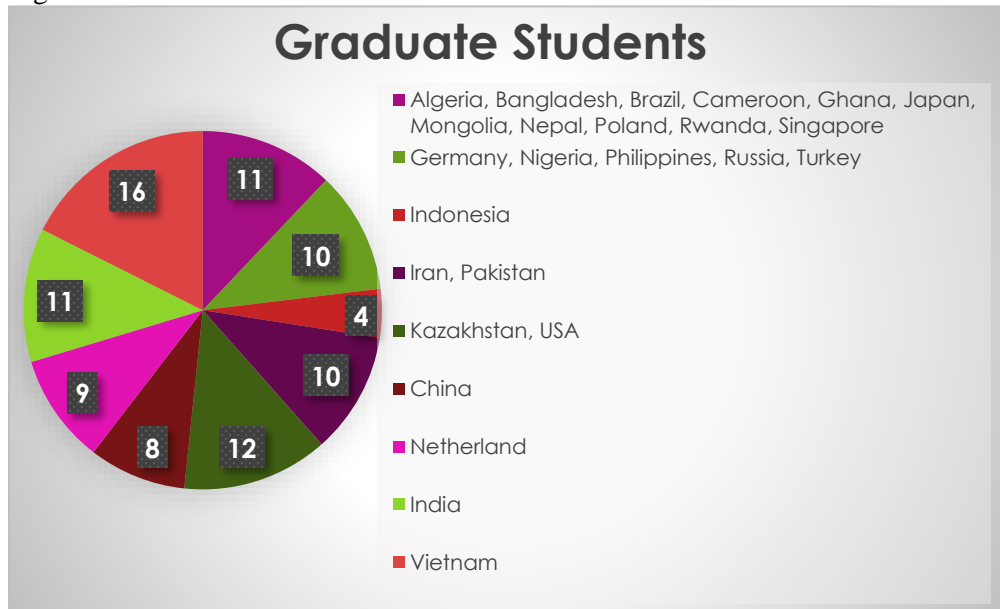


Table 2. List of Variables

Dependent Variables	Variable Names	Measurement
“How do you rate the university in serving the interests and concerns of international students?”	University service for international students	High=1 Low=5
“In general, how would you evaluate your overall experience thus far at UNIST?”	Overall experience	High=1 Low=5
Independent Variables		Measurement
“Since the fall semester began, have you personally experienced what you feel is discrimination on campus?”	Discrimination	Yes = 2 Maybe= 1 No= 0
“How easy/difficult has it been for you to find students in your classes to study with for exams or projects”	Student support in class	Very easy=1 Very difficult=5
“How easy/difficult has it been for you to find a professor you feel really comfortable talking to?”	Professor support	Very easy=1 Very difficult=5
Control Variables		Measurement
“Was this your first time visiting Korea?”	First time visiting	Yes= No = 0
“Were you enrolled in a university before coming to Korea?”	First time enroll	Yes= 1 to No= 0
“Overall, how well do you think your high school prepared you for UNIST?”	Preparation by high school	High= 1 to Low= 5
“Thinking back to the time when you first came to UNIST, how satisfied were you with the assistance you received from the university in making the transition to the academic program here?”	Assistance in transition	Very satisfied=1 Very dissatisfied=5
“How satisfied are you with the following [Financial Aid]”	Financial aid	Very satisfied=1 Very dissatisfied=5

Table 3. Descriptive and Correlations

	Mean	S.D.	Min	Max	1	2	3	4	5	6	7	8	9
1 UNIST service for int'l student	2.38	1.02	1	5									
2 Overall experience at UNIST	2.63	0.92	1	5	0.65								
3 Discrimination	1.48	0.67	0	2	-0.22	-0.21							
4 Student Support in Class	2.98	1.16	1	5	0.43	0.48	-0.12						
5 Professor Support	3.16	1.1	1	5	0.52	0.41	-0.13	0.33					
6 First time visiting	0.71	0.46	0	1	-0.11	0.02	-0.02	0.14	0.03				
7 First time enroll	0.43	0.5	0	1	0.05	0.07	-0.38	-0.16	-0.19	-0.23			
8 Preparation by high school	2.78	0.97	1	5	0.31	0.36	0.12	0.23	0.21	0.04	-0.13		
9 Assistance in transition	2.33	1.03	1	5	0.35	0.35	-0.09	0.25	0.04	-0.24	0.25	0.03	
10 Financial Aid	1.92	0.79	1	4	0.14	0.27	-0.14	0.21	0.00	0.03	0.17	0.00	0.23

N=63. Correlation coefficients that are greater than .21 or less than -0.21 are significant at 5 percent level.

Table 4. OLS Regression of Evaluating University Service for International Student

	M1	M2	M3	M4	M5
<u>Control Variables</u>					
First time visiting	-0.105 (0.277)	-0.175 (0.270)	-0.225 (0.266)	-0.101 (0.238)	-0.204 (0.237)
First time enroll	-0.015 (0.257)	-0.225 (0.267)	0.122 (0.248)	0.164 (0.224)	0.110 (0.244)
Preparation by high school	0.320* (0.124)	0.340** (0.121)	0.254* (0.120)	0.225* (0.109)	0.212+ (0.108)
Assistance in transition	0.316* (0.125)	0.313* (0.121)	0.218+ (0.124)	0.280* (0.108)	0.229* (0.110)
Financial Aid	0.088 (0.158)	0.063 (0.153)	0.011 (0.152)	0.081 (0.136)	0.027 (0.135)
<u>Independent Variables</u>					
Discrimination		-0.408* (0.190)			-0.199 (0.171)
Student Support in Class			0.301** (0.110)		0.171+ (0.102)
Professor Support				0.449*** (0.098)	0.374*** (0.101)
Constant	0.668 (0.563)	1.410* (0.646)	0.357 (0.545)	-0.468 (0.543)	-0.094 (0.650)
Observations	63	63	63	63	63
R-Squared	0.22	0.28	0.31	0.43	0.48
F-statistics	3.24	3.64	4.27	7.17	6.24
Degree of Freedom	5.00	6.00	6.00	6.00	8.00

Standard errors in parentheses

+ p<.10, * p<.05, ** p<.01, *** p<.001

Table 5. OLS Regression of Evaluating Overall Experience

	M1	M2	M3	M4	M5
<u>Control Variables</u>					
First time visiting	0.157 (0.238)	0.105 (0.235)	0.048 (0.227)	0.160 (0.220)	0.057 (0.217)
First time enroll	0.035 (0.221)	-0.123 (0.232)	0.160 (0.212)	0.153 (0.207)	0.133 (0.224)
Preparation by high school	0.330** (0.107)	0.345** (0.105)	0.269* (0.102)	0.267* (0.100)	0.247* (0.099)
Assistance in transition	0.277* (0.108)	0.275* (0.105)	0.188+ (0.106)	0.254* (0.100)	0.196+ (0.101)
Financial Aid	0.226 (0.136)	0.208 (0.133)	0.157 (0.130)	0.222+ (0.126)	0.165 (0.124)
<u>Independent Variables</u>					
Discrimination		-0.307+ (0.165)			-0.153 (0.157)
Student Support in Class			0.274** (0.094)		0.193* (0.094)
Professor Support				0.296** (0.090)	0.222* (0.093)
Constant	0.509 (0.484)	1.067+ (0.561)	0.226 (0.465)	-0.242 (0.503)	0.026 (0.596)
Observations	63	63	63	63	63
R-Squared	0.29	0.33	0.38	0.40	0.46
F-statistics	4.63	4.60	5.79	6.31	5.78
Degree of Freedom	5.00	6.00	6.00	6.00	8.00

Standard errors in parentheses

+ p<.10, * p<.05, ** p<.01, *** p<.001